



THE EFFECT OF METACOGNITIVE STRATEGY ON STUDENTS GRAMMAR MASTERY AT MADRASAH ALWASLIYAH YPP RIDHO ALLAH KAMPUNG PERLABIAN

Mentari Octa

*Department of English Education Faculty of Tarbiyah and Teachers Training
State Islamic University of North Sumatera - Medan*

Email: mentariocta@gmail.com

ABSTRACT

The purpose of this study was to determine the significant effect of metacognitive strategies on grammar mastery of class XI students, especially in if conditional sentences . Type of research is using the method of research quantitative with the design of experiments . Researchers took data from the MADRASAH ALIYAH YPP RIDHO ALLAH, KAMPUNG PERLABIAN. The population in class XI is 40 students , and there are 2 classes . Each class has 20 students . The entire amount of the population of the sample in the study of this . In this study, there were 2 classes, namely the experimental class (XI-A) and the control class (XI-B). Researchers gave a pretest before applying treatment and posttest after treatment. Then the researchers analyzed the data of the use of the formula statistic and Microsoft Excel with a level of significance 0 , 05 . Then the researcher gets the data from the study , namely The result is $t_{count} (8.55) > t_{table} (1.69)$ which means that H_a is accepted while H_o is rejected. These results were obtained from the pretest and posttest scores of the students from the experimental class and the control class, where the posttest scores in the experimental class were higher than the control class . Can be concluded that H_a is accepted which is contained the influence of metacognitive strategies that significantly towards mastery of grammar students.

Keyword: metacognitive, grammar if conditional

INTRODUCTION

Learning English in Indonesia is a subject that has long been established by the Indonesian Ministry of Education. Learning English is a very important subject matter, because nowadays the ability in English has been in great demand. Therefore, learning English can be started from the basics as early as possible. This can be seen from the number of English language tutoring and extracurricular activities, communities or organizations specifically for learning English and the existence of several English language competitions such as speeches, debates and so on that use English.

Every language has predefined language rules. Including English has rules in its users (grammar). Grammar is a science that regulates the arrangement of sentences or words in English according to the formula. English has 4 skills such as: listening, reading, writing and speaking. Of the 4 skills, in each use, you should use grammar, so that it can be easily understood and there are no misunderstandings in communication. English learning about grammar is quite extensive, so it is quite difficult for students to use grammar in both verbal and nonverbal communication. As a result, students are less confident in using English because of a lack of grammar understanding.

Increasing student awareness can be done by providing opportunities for students to make a study plan, where the goal of making a learning plan is to make students more

stimulated to think about what to do in the learning process. Students are expected to be able to identify themselves by knowing how their learning abilities and procedures are and knowing effective learning techniques. To increase students' thinking awareness, it can be done by involving students to make learning plans, where the aim is that students are more stimulated to improve the thinking process about what they will do in the learning process. Students are expected to be able to identify themselves by knowing how their learning abilities and procedures are and knowing effective learning techniques.

Based on the description above and based on the PPL 3 experience that has been passed, the researchers concluded to conduct research "The Effect of Metacognitive Strategy on Students Grammar Mastery" in class XI students at MADRASAH ALWASLIYAH YPP RIDHO ALLAH KAMPUNG PERLABIAN

LITERATURE REVIEW

Grammar

Every language, has rules in making sentences. This is very important and must be considered so that there is no misunderstanding in communication. Grammar is the important part of a language which requires many structures on it. Grammar is a combination of rules that can examine the form of sentences in applying a language.¹ According to Lin, grammar is the central of heart of language and is tool to help learners comprehension of the target language. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical rules.²

Kolln and Funk argue that there are 2 types of grammar, namely Structural and Transformational Grammar:³

1. Structural Grammar

Structural grammar means that it puts forward describing its own language terms. It can be assumed that the language of the words contained in English belongs to the 8 traditional languages in the Latin group. Structuralists identify sentences in detail and objectively how words can change in their spelling sound and how functions can be used. Another important point is that a grammar has an emphasis on the systematic nature of the English language.

2. Transformational Grammar

Opinion in this genre differs from that of structuralists, who study more real sentences. This genre discusses deeper into a language, creating language that is not used in sentences. The description of transformational grammar is that it can divide basic sentences into several parts without changing their meaning.

Based on the explanation above, it can be concluded that grammar is a very important component in a language, which grammar functions as a rule to speak properly and correctly so that the meaning in the language is not misinterpreted and can be a medium for communication.

¹ Gleason, J.B & Ratner, N.B, (2009) *The Development of Language*, 7th edition, Boston: Allyn and Bacon

² Lin, H., C. (2010). A Case Study: An ESL Teachers Beliefs and Classroom Practices. Kent State University: USA, p.13

³ Martha Kolln and Robert Funk. (2010). *Understanding English Grammar: 8th* : New York: Pearson., p.6-

Definition of If Conditional

The If Conditional sentence is a sentence that has 2 branches in the sentence, namely if clause and main clause. In conditional sentences related to the main clause, conditional sentences state that something happens as a result of something else, or happens only when a certain condition is met. In simple terms, if conditional is a conditional sentence. Conditions that occur may be something real or reliable in the past or the future.

A condition sentence is one that states a requirement or a condition to be fulfilled, or one which expresses something contrary to fact conditions. The latter is used to express an unlikely condition or anything that we do not hope to realize and also to express disappointment.

Metacognitive Strategy

In the learning process, the learning strategy is one of the media that delivers material. Learning strategies are the principles in determining repetition of learning steps in the learning process.⁴ The right learning strategy will make the learning objectives successful by containing an explanation of the methods and techniques used during the learning process.

According to Channot & Kupper in Zhang, the metacognitive strategies thought by their subjects about learning development, structuring learning activities, monitoring obligations and assessing the level of achievement. By learning metacognitive strategies, students are guided through the questions given by the teacher, then students will use their cognitive aspects more in solving problems. Through this strategy, students will be more developed and responsible for their own performance.⁵

The components contained in the learning strategy include 2 things, namely a sequence of activities which includes the application of methods and the use of various sources of strength in learning. Then, the learning strategy is concurrent for the specified learning objectives. Metacognitive strategies involve students in an activity called mental modeling. Guiding students' thought processes, the teacher can apply such as: (a) focusing on students' learning interest, (b) focusing on the values of demonstrations, (c) discussing in dialogue, (d) planning understandable processes, (e) direct students to think and remember.⁶ These components are interconnected and have a function to fulfill the indicators of each competency or material being studied.

RESEARCH METHOD

Researchers conducted this research at MADRASAH ALIYAH YPP RIDHO ALLAH KAMPUNG PERLABIAN on Kampung Perlavian village, Kampung Rakyat District, South Labuhan Batu Regency, North Sumatra Province Academic Year 2020/2021. This study, researchers used quantitative methods with experimental design types. According to Arikunto, experimental research is to explore the relationship between cause and effect

⁴ Martinis Yamin, N(2013), *Strategi dan Metode dalam Model Pembelajaran*, Jakarta: DP Press Group, p. 4

⁵ Suratmi, & Purnami, A. S. (2017). Pengaruh Strategi Metakognitif Terhadap Kemampuan Pemecahan Masalah Matematika Ditinjau Dari Persepsi Siswa Terhadap Pelajaran Matematika. *Jurnal Pendidikan Matematika: UNION*, (2), 2, p.185

⁶ Wina Sanjaya, (2008), *Perencanaan & Desain Sistem pembelajaran*, Jakarta: Kencana Prenadamedia, p. 18

associated with two factors that are deliberately caused by researchers by reducing or setting aside the disturbing factors.⁷

In this study, there are 2 classes, namely the control class and the experimental class. Class XI-A is the experimental class and class XI-B is the control class. Both classes will be given a pre test and post test with the same difficulty level. However, the difference is in the treatment provided by the researchers. In the experimental class, the researcher will provide treatment to teach an if conditional material using the metacognitive method and in the control class using teaching centered method.

So, in this study, researchers took a test of the results of the treatment given by the researcher. Researchers will give a post test and pre test. The test consists of multiple choice questions and essays. The test consists of 20 questions multiple choices . Students take the test without looking at textbooks, notebooks, let alone using cellphones, so that the results of the test are truly pure from the student's mastery or understanding without the help of books.

RESULT AND DISCUSSION

After conducting the research conducted at Madrasah Aliyah YPP RIDHO ALLAH Kampung Perlarian, the following will present the data from the research subjects, namely class XIA as the experimental class and class XIB as the control class where the data is taken from the results of the pretest and posttest. Before the researcher gave the treatment and posttest, the researcher gave the pretest to the experimental class and the control class. In the experimental class the researcher gave treatment using a metacognitive strategy and in the control class using the teaching learning centered.

Scores in the experimental class and the control class, which is where the table above shows the $L_{hitung} < L_{tabel}$ in both classes. In the experiment class $L_{hitung} (0.156) < L_{tabel} (0.192)$ and in the control class $L_{hitung} (0.122) < L_{tabel} (0.192)$. Based on the Liliefors test results, the prettest data in the experimental class and control class can be concluded that they are normally distributed.

The normality test for the posttest scores in the experimental class and the control class, which is where the table above shows the $L_{hitung} < L_{table}$ in both classes. In the experiment class $L_{hitung} (0.165) < L_{table} (0.192)$ and in the control class $L_{hitung} (0.102) < L_{table} (0.192)$. Based on the results of the Liliefors test, the posttest data in the experimental class and control class can be concluded that they are normally distributed.

Homogeneity test is used to test the variance similarity which is to determine whether there is homogeneity between variable X and variable Y. In this study, the study used a statistical formula to determine homogeneity. Before determining the homogeneity test results, the post test and pretest data need to know the variance of each posttest and pretest score. The requirement for the homogeneity test is that the value of $F_o < F_t$ is then said to have a homogeneous distribution. The sum of the statistics above shows that $F_o = 1.070$ and $F_t = 4.35$. That is, $F_o (1,070) < F_t (4,35)$, which means that the pretest data from the experimental class and control class is homogeneous. The sum of the statistics above shows that $F_o = 1.283$ and $F_t = 4.35$. This means, $F_o (1.283) < F_t (4.35)$, which means that the posttest data from the experimental class and control class is homogeneous.

⁷ Arikunto,(2010).*Prosedur Penelitian Suatu Pendekatan Praktik*,Jakarta:Rineka Cipta,p.4

After the data from the pretest and posttest have passed normality and homogeneity, the next step is to determine the hypothesis. Hypothesis is used to determine the significant effect of the treatment given before and after. In the hypothesized test using the t-test. Which is the condition, if $t_{hitung} > t_{table}$, then H_a is accepted and H_o is rejected. Based on the explanation of the above hypothesis, there is a value of t_{hitung} (8.55) $>$ t_{table} (1.69), which means that H_a is accepted while H_o is rejected. This means that it can be concluded that there is a significant effect of the use of metacognitive strategies on students on grammar mastery.

From the results of the above research, research has been carried out at Madrasah Aliyah YPP RIDHO AT KAMPUNG PERLABIAN which involved 2 classes, namely class XI A as the experiment class and class XI B as the control class, and each class has 20 students. This study has a total population of 40 students from the entire control class and experimental class, in which the researcher takes the entire population to be a sample, because the population is less than 100.

The pretest value for the experimental class has a total value of 730 and for the total pretest value of the control class is 630. Then for the pretest average value for the experimental class is 36.5 and for the pretest average value the control class has an average value of 31, 5. After doing the pretest, researching gave treatment to students. In class XI A as an experimental class, researchers used metacognitive strategies in learning if conditional material and for class XI B, researchers used teaching learning centered strategies. The result of the posttest score of the experimental class was 1250 with an average value of 62.5 and for the posttest score in the control class is 1055 with an average value of 52.75.

The results of the homogeneity test obtained from the experimental class and control class are that they have homogen variance. This is indicated by the results of the pretest and posttest scores for each class. From the results of the homogeneity test, it can be concluded that the variance of the data belonging to each group comes from samples with homogen distribution.

In the hypothesis test results, it shows that H_a is accepted. At the significant level $\alpha = 0.05$ and $dk = n_1 + n_2 - 2 = 38$, then for $t_{table} = 1.69$. Then the results of the hypothesis test $t = 8.55$, which can be concluded that t (8.55) $>$ t_{table} (1.69) then H_a is accepted and H_o is rejected. This means that the effect of metacognitive strategies on grammar mastery of students of MAS PERGURUAN RIDHO ALLAH AT KAMPUNG PERLABIAN, especially on if conditional material.

CONCLUSION

Based on the results of the study, it shows that there is a significant effect of metacognitive learning strategies on students' grammar mastery, especially in if conditional material. This can be seen from the results of hypothesis testing using the t test statistical formula. The result is t_{hitung} (8.55) $>$ t_{table} (1.69) which means that H_a is accepted while H_o is rejected. These results were obtained from the pretest and posttest scores of the students from the experimental class and the control class, where the posttest scores in the experimental class were higher than the control class. This shows that there are different learning outcomes in the experimental class using metacognitive strategies

with the control class using the teaching learning centered method. In this study, metacognitive strategies can affect student scores in order to get better learning outcomes.

From the research and conclusions that have been put forward by researchers at the school, there are several suggestions that can be considered, including:

1. As educators, it is better if we continue to update the sciences that can be linked to subjects. So that students better understand the aims and objectives of learning.
2. Teachers need to make contacts that can stimulate students to be more active, and develop learning strategies that can support student learning.
3. For further researchers, in order to further develop this research with other subjects, so that it can be used as a reference for readers.

REFERENCES

- Andrew Radford,(2009). *An Introduction to English Sentence Structure*,New York: Cambridge University Press.
- Arikunto,(2010). *Prosedur Penelitian Suatu Pendekatan Praktik*,Jakarta:Rineka Cipta
- Blakey & Elaine Spence,*Developing Metacognition. ERIC Digest*, 1990, Diakses 18 Juli 2020, (www.tc.pbs.org.ericametacog).
- Depatemen Pendidikan Nasional.(2008). *Kamus Besar Bahasa Indonesia*,Edisi Keempat,Jakarta:Gramedia Pustaka Utama.
- Desmita.(2010).*Psikologi Perkembangan Peserta Didik*.Jakarta:PT.Remaja.
- Drs. Syahrums,M.Pd. & Drs. Salim,M. (2012). *Metodologi Penelitian Kuantitatif*. Bandung:Cita Pustaka Media.
- Dyah, A. S. (2018). *Efektivitas Strategy Metakognitif Terhadap Kemampuan Berpikir Geometris dan Self Efficacy*.Skripsi:Tidak Diterbitkan.Fakultas Sains dan Teknologi.UIN Kalijaga.
- Geoffrey B.,Christopher B.,Roger F.,Peter H.,Anita P.(2012).*Teaching English As a Foreign Language*.Taylor&Francis e-library:Newyork
- Gleason,J.B & Ratner,N.B, (2009) *The Development of Language*,7th edition, Boston:Allyn and Bacon
- Harmer,Jeremy.(1983),*The Practice of English Language Teaching*.New York:Longman
- Jeni Wilson & Clark David.(2004).*Toward the Modelling of Mathematical Metacognition*. Mathematics Education Research Journal ;University of Melbourne,16,2
- Lin,H.,C.(2010).A Case Study:*An ESL Teachers Beliefs and Clasroom Practices*.Kent State University:USA.
- M. Firman Annur,I. S. (2016). Aktivitas Metakognisi Siswa Kelas X SMAN 1 TEMBILAHAN Dalam Pemecahan Masalah Matematika Ditinjau Dari Gaya Kognitif.*Jurnal Elektronik Pembelajaran Matematika*.
- M. Misa(2014).The Use Guided Metacognitive Strategy to Improve Reading Comprehension.*Jurnal Pendidikan Humaniora*.
- Martha Kolln and Robert Funk.(2010). *Understanding English Grammar:8th :New York:Pearson*.
- Martinis Yamin,N,(2013). *Strategi dan Metode dalam Model Pembelajaran*,Jakarta: DP Press Group.
- Masganti Sitorus. (2011). *Metodologi Penelitian Pendidikan Islam*. IAIN Press, Medan.

- Rodney Huddleston and Geoffery K. Pullum(2010), *A Student's Introduction to English Grammar*, Newyork: Cambridge University Press
- Richards, J.& Renandya, W.(2002). *Y in language Teaching*. Cambridge: Cambridge University Press.
- Sandu, S, & Ali, S. (2015). *Dasar metedologi penelitian*.Yogyakarta: Media Publishing,
- Sofan Amri & Iif Khoiru Ahmadi.(2010),*Proses Pembelajaran Inovatif dan Kreatif dalam Kelas*.Jakarta:PT.Prestasi Pustaka
- Sugiyono,(2013). *Metode Penelitian Pendidikan (Pendekatan Kuantitaif,Kualitatif dan R&D*.Bandung:Alfabeta.
- Sukmadinata & As'ari.(2006). *Pengembangan Kurikulum Berbasis Kompetensi di Perguruan Tinggi*. Bandung : UPI.
- Sukardi,(2013).*Metodologi Penelitian Pendidikan*.Jakarta:Bumi Aksara.
- Suratmi & A. S. Purnami.(2017). Pengaruh Strategi Metakognitif Terhadap Kemampuan Pemecahan Masalah Matematika Ditinjau Dari Persepsi Siswa Terhadap Pelajaran Matematika.*Jurnal Pendidikan Matematika*,05(02).
- Talal Itani.(2012). *The Qur'an:Translated to English by Talal Itani*.Beirut:ClearQur'an.
- Vertika, P.(2017). Pengaruh Kemampuan Metakognitif Terhadap Prestasi Akademik Mahasiswa Pada Mata Kuliah Pemrograman Dasar. *JlPI (Jurnal Ilmiah Penelitian dan Pembelajaran Informatika)*.
- Wina Sanjaya,(2008). *Perencanaan & Desain Sistem pembelajaran*,Jakarta: Kencana Prenadamedia.